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ABSTRACT

The usefulness of cognitive coaching in teacher professional development is discussed, tracing the history of supervision and the evolution of cognitive coaching. Educational reform has acknowledged the need to help teachers grow professionally for some time, and the notion of teachers working with other teachers is documented in supervision literature. Within this realm, coaching is viewed as having positive impact on the implementation of skills acquired in training settings and general, continuous professional development, whether it is established between supervisor and teacher, or between two teacher peers. Reasoning for adopting cognitive coaching, defined in the context of the Renaissance Schools concept of A. Costa and R. Garmston (1994), in the public schools is presented. (Contains 19 references.) (Author/SLD)

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Cognitive Coaching and Self-Reflection: Looking in the Mirror While Looking Through the Window

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Abstract

The purpose of this paper is to present an argument for the viability of cognitive coaching in public schools. Briefly, the history of supervision and the evolution of the concept of cognitive coaching are addressed.

Educational reform has acknowledged the need to help teachers grow professionally for several years. The notion of teachers working cooperatively with other teachers is documented in supervision literature. Within this realm, coaching is viewed as positively impacting on the implementation of skills acquired in training settings and general, continuous professional development. Reasoning for the adoption of cognitive coaching, defined in the context of Costa and Garmston's (1994) Renaissance Schools, by public school districts is presented.

The unremitting impetus for higher performance schools in the United States has led to the proliferation of numerous educational reform strategies; many of which are based on external initiatives, monitoring, and evaluation as opposed to internal endeavors. Such efforts have failed to recognize the significance and effectiveness of collegiality with respect to educational professionals. The fairly recent emergence of the importance of collaboration seems to highlight the dynamic role of the classroom teacher in successful change and reform.

With the arrival of Deming's concept of Total Quality Management (TQM), one belief is the "organization must be viewed as a system, and the work people do within the system must be seen as ongoing processes" (Bostingl, 1992, p.7). It is imperative, then, that teachers be properly introduced to methods of professional development that strive for continuous improvement within the system.

From the one-room schoolhouse to the large conglomerations now in existence as the place of learning for today's youth, education has gone through many transformations. The one constant is the existence of the classroom teacher and, of course, the importance of this individual as the facilitator of learning. In recognition of the magnitude of the task facing a teacher in the 1990s, it is imperative to ensure that the necessary support network is in place to ensure the teacher's succeess.

Unfortunately, teachers, even in the largest of high schools, can still feel as if they are experiencing their professional daily activities in the "one-room schoolhouse." It is necessary for another change to occur in the evolution of education. The continuous professional growth within the teacher's specific working environment must be something calculated to ensure

success. Teachers must not experience the "sink or swim" mentality inevitable in the "one-room schoolhouse." Instead, teachers must be made part of the team of educators existing in today's learning institutions. In order for this goal to be met, the existence and implementation of a "cognitive coaching" program to assure the long-term professional growth of the teacher is deemed invaluable.

The transition from the university to the so-called "real world" of teaching is facilitated through the implementation of sound mentor programs. However, in an administrative position it is vital to continue to ensure that "the right choice has been made" long after the initiation into the profession is complete. The administrator has methodically arrived at the decision to hire and, methodically inducted the new personnel member into the system; therefore, it is a logical extension that the administrator methodically ensures the continuation of the employee's professional growth within the existing system. However, this is not to say that the administrator is solely responsible for the process; that would be an unrealistic demand. It is posited in this paper, though, that the administrator should facilitate, through self-involvement and implementation of a sound program of cognitive coaching, the smooth and continuous growth of the professional. There must be some acknowledgment of the needs of the teacher and a system in place to meet these needs adequately and efficiently. The teacher must be provided with opportunity to create meaningful professional development experiences. Just as the novice will often immediately recognize the "knowledge gap" existing between the theory and skills they were provided in the university and the practical, functioning knowledge needed to successfully advance in their chosen career path, practicing professionals are capable of self-questioning to continue improving their professional skills. One of the key facets of an effective cognitive

coaching program is the development of the teacher as a reflective practitioner. This will become more evident later, when cognitive coaching is explored in greater detail.

Educational reform has acknowledged the need to help teachers grow professionally for several years. Even as far back as 1953, when Harold Spears first published Improving the Supervision of Instruction, "The Spirit of Supervision" was described as:

> Stimulation of instruction and learning, satisfaction in the work
>
> Unity of supervisory effort
>
> Participation and promotion by a maximum number
>
> Encouragement rather than discouragement
>
> Respect for personality, recognition of effort
>
> Visits by supervisors that are welcomed by the teachers
>
> Inspiration without uncertainty
>
> Service rather than dictation, sharing rather than ordering, security rather than fear
>
> Ideas drawn from the entire group
>
> Organization that respects democratic principles
>
> New things tried without tearing down the good in the old. (Spears, 1953, p.109)

This list reflects many of the sentiments being put forth in current literature on supervision. The intentions of instructional supervision reach far beyond the limitations of mere personnel evaluation. Currently many administrators mistake the two as being synonymous, when in fact they are very different. Supervision, in this broader sense is not intended to be carried out by the same individual who completes the professional evaluation for one's personnel file. It should be couched within a collegial relationship where growth is the focus in a non-threatening

environment that encourages risk taking. This distinction would be even more pertinent in states where tenure is not granted. Supervisory relationships are there to provide opportunities for growth; conversely, evaluation, which is more summative in nature, is a means for making decisions about job retention. This is congruent with the constructivist view, which holds that learners, in this case educators, through their direct actions, their reactions to circumstances, and their various interactions with their surroundings, engage in "construction" and "reconstruction" on a very personal basis of "knowledge" and "adaptive" abilities (Colton & Sparks-Langer, 1993).

Job satisfaction, through the recognition of effort and success along with professional development, is important in all facets of education. This would suggest that professional growth must begin with one's initiation into the profession. Michael G. Fullan, in his book, The New Meaning of Educational Change (1991) recognized the need to develop support systems for beginning teachers. He states that teacher support

> is a matter of both humanity (to beginning teachers and to the pupils they teach) and of teacher quality. Schlechty and Vance (1983) estimate that up to an incredibly high 30% leave the profession during their first two years on the job, compared with an overall turnover rate of 6% a year. Of all beginning teachers who enter teaching, up to 40% – 50% will leave during the first seven years of their career. For some it could be said they never should have entered teaching in the first place; for many, however, there is evidence that we are losing some of the potentially best teachers (in academic talent and other qualities) as they

> find the occupation and working conditions unsatisfactory (Hart & Murphy, 1990; Schlechty & Vance, 1983). (Fullan, 1991, p.303)

Although Fullan's comments are directed at the novice teacher, these statistics should be an alarm bell sounding for the current institutions to re-assess their induction practices. More importantly, though, the astounding number of people leaving the profession within the first seven years suggests that more is needed than a sound mentoring program. Continuous professional improvement is not only desirable for student outcomes, but also for retention of qualified individuals and the betterment of the field of education.

Pajak and Carr (1993) recognized that the concept of teachers "providing assistance to other teachers is well established in the supervision literature" (p.267), noting further that:

> Peer assistance to teachers is being implemented across the United States as school districts seek new ways to help teachers improve their instruction and develop professionally. A major reason for the popularity of peer assistance is that traditional staff development has been found lacking. Training teachers in large groups, for example, does not fully meet the needs of new teachers (Compton, 1979) and is only moderately successful with experienced teachers(Wade, 1984-85)" (p.267).

Perhaps it would be beneficial to look briefly at the history of peer coaching to more fully understand where this current trend has its roots. Interestingly, Costa, Garmston, and Lambert (1988) quoted Showers and Joyce as stating their conviction that the teaching skills overtly demonstrated are driven by the thought processes or "mental activities" that they refer to as the "invisible skills" involved in good teaching practice (Costa, Garmston & Lambert, 1988). If this is accepted as true, it provides a sound basis for Showers and Joyce's pursuit of change in staff

development practices. The need to propose another method of staff development arose from the discovery in the 1970s that as little as 10% of those who participated in staff development regarding teaching strategies and curriculum were actually applying the new strategies and implementing what they learned (Showers & Joyce, 1996). If proven methodologies were not integrated into the classroom, they could not positively impact on student learning. Consequently, training and implementation of strategies has been given greater attention in the past 25 years. "By the early 1970s, educators recognized that many of those efforts [national movements to improve education which began in the mid-1950s and focused on academic quality and social equality], even when well-funded and approved by the public, seldom led to changes" (Showers & Joyce, 1996, p.13). When examining "why" training did not translate into meaningful change, erroneously, this lack of success was, at first, attributed to the teachers possessing "flaws" in their motivation, effort, and attitude, as opposed to suggesting that the problem lies with the manner in which training was carried out (Showers & Joyce, 1996).

After further research, by the early to mid-1980s, Showers and Joyce began to believe organizational changes within schools and changing the design of professional training programs could correct such implementation problems, and that pointing the proverbial finger at teachers was laying the blame in the wrong place (Showers & Joyce, 1996). Further research led Showers and Joyce to the concept of coaching. They "formally investigated" and found to be true the principle that initial training followed by coaching would result in a greater level of implementation than training alone would. In summarizing their research, Showers and Joyce noted, "Coaching helped nearly all the teachers implement new teaching strategies. Equally important, teachers introduced to the new models could coach one another, provided that the

teachers continued to receive periodic follow-up in training settings" (Showers & Joyce, 1996, p.14).

The work of Showers and Joyce recognizes some of the key principles of how adults learn. Recently, there has been an emergence of literature that examines how adults learn and much writing on how this knowledge should be applied to professional development opportunities. Andragogy, the "art and science of helping adults learn" (Galbo, 1998, p.13), first proposed by Malcolm Knowles, "is based on the notion that adults are self-directed learners who are unique based upon their personal experiences. Their need to learn results from their desire to face the challenges they encounter throughout life" (Galbo, 1998, p.13). Galbo (1998) cited the work of Showers and Joyce in stating that "ninety percent will transfer a new skill into use if theory, demonstration, practice, feedback, and ongoing coaching are provided as elements of the professional development program" (Galbo, 1998, p.14). In order for professional development to be meaningful for the adult learner, attention must be given to the need "to determine the content and structure of training options allowing for selection from a variety of professional development choices, connecting training to the real world of work, and providing ongoing coaching and feedback to participants" (Galbo, 1998, p.35).

Supervisory practices obviously need to take the principles of adult learning into account. As previously mentioned, peer coaching is one aspect of professional development that can be implemented. However, many different types of coaching have emerged. "Numerous staff development practices are called 'coaching'. These include 'technical coaching,' 'collegial coaching,' 'challenge coaching,' 'team coaching', 'cognitive coaching' and uses of 'peer coaching'... to refer to the traditional supervisory mode of pre-conference/observation/post-

conference. None of these should be confused with, or used for, evaluation of teachers" (Showers & Joyce, 1996, p.14).

Recognizing that all coaching is not the same is vital. In the field of education, oftentimes the jargon emerges with many connotations being attached to each word. Showers and Joyce stipulate that "technical coaching, team coaching, and peer coaching (as in peer clinical supervision) focus on innovations in curriculum and instruction, ... whereas collegial coaching and cognitive coaching aim more at improving existing practices" (Showers & Joyce, 1996, p.14).

Cognitive coaching is an effective means of developing sound professional relationships that lead to enhanced professional performance. Coaching can be seen as a vehicle for change; a much needed paradigm shift from the traditional evaluation mode of supervision. The process of coaching is one which "unshackles individual inhibition and reluctance to take risks that are common characteristics of tradition-bound organizations. Coaching encourages different ways of thinking that have the potential to form the nucleus of change" (Cochran, 1995, p.27). It is a working relationship that should be viewed as a "nonjudgmental process" (Costa & Garmston, 1994, p.2). The process revolves around "a planning conference, observation, and a reflecting conference" (Costa & Garmston, 1994, p.2). The "pairing process" can involve a variety of professionals in various combinations. Costa and Garmston suggest that "[a] coaching relationship may be established between teachers and teachers, administrators and teachers, and/or administrators and fellow administrators. When a cognitive coaching relationship is established between two professional with similar roles, or *peers*, it can be referred to as *peer coaching*" (Costa & Garmston, 1994, p.2).

Exploring various definitions of cognitive coaching in the literature causes one to realize that Costa and Garmston are the two authors responsible for the conceptualization of cognitive coaching. Theirs is an interesting framework as it does not require an educator to follow a prescribed "'formula', nor does it present a preconceived template of 'correct' instruction. Instead [as alluded to by Showers & Joyce, 1996], it supports teachers' existing strengths while expanding previously unexplored capacities" (Garmston, Linder, & Whitaker, 1993, p.57). This concurs with Dyer and Fontaine's (1995) belief that recent research aptly acknowledges "the professional capabilities of teachers to share decision-making, to capitalize on personal knowledge, to trust the learning that comes with experience, and to understand that personal growth and development come from within" (Dyer & Fontaine, 1995, p.29). The concept is supported by the aforementioned needs of the adult learner; that the learning comes from a perceived need. "Personal professional growth is not defined, imposed, demanded or actualized through external authority" (Dyer & Fontaine, 1995, p.29).

In Fitzgerald's (1993) discussion of metacognition and cognitive coaching, he stated that "Costa and Garmston suggest that teachers use the intellectual, metacognitive processes of goal setting, monitoring, evaluation, and modification, drawing on their skills repertoire. A superior teacher knows when to do this" (Fitzgerald, 1993, p.194). This would also support the notion of cognitive coaching increasing teacher autonomy and self-monitoring of professional development, as cognitive coaching encourages reflection. Lipton (1993) suggested that "[t]he cognitive coaching process encourages and supports individuals and organizations as they stretch beyond their present capacity and become self-monitoring, self-renewing entities" (p.4). Fitzgerald provided a broad definition of cognitive coaching as "an intellectual process engaged in by the

supervisor to coach the teacher toward a more confident, self-regulatory action. The resulting effects serve to increase teacher self-esteem, knowledge of available teaching strategies, and self-governance" (Fitzgerald, 1993, p.195). More succinctly, Costa and Garmston [in Fitzgerald] defined cognitive coaching as "'the supervisor's application of a set of strategies designed to enhance the teacher's perceptions, decisions and intellectual functions'" (Fitzgerald, 1993, p.194). Edwards and Newton continued along this same vein when they quote Costa and Garmston as stating, "These inner thought processes are prerequisites to improving overt instructional behaviors which will, in turn, produce greater student learning" (Edwards & Newton, 1995, p.1). Edwards and Newton also pointed out that

> Costa and Garmston argue that instructionally effective teacher cognition does not automatically develop during the instructional process. Instead, for many teachers, this capacity is a product of careful training. The training process of Cognitive Coaching is a specifically crafted set of skills that builds on the beliefs that all teachers are capable of change, that teaching is dependent on high quality decision making skills, and that teachers trained in Cognitive Coaching can significantly enhance their colleague's cognitive processes, decisions, and teaching behaviors. (Edwards & Newton, 1995, p.1)

It has become apparent that much of the literature related to cognitive coaching refers back to the work of Costa and Garmston. Therefore, it is logical to examine how cognitive coaching is defined in their book, "Cognitive Coaching: A foundation for Renaissance Schools". Costa and Garmston (1994) provided a detailed definition of what cognitive coaching is, which is

mirrored in the recently emerging literature on the subject. One should first note their use of the term "Renaissance Schools." In the introductory note, written by R.H. Anderson,

> The concept of renaissance refers to reinvention; new vision; a new paradigm. The term ... is predominant in the text and serves as a symbol for the vitalization and redefinition of schools as well as the human beings who serve in them, or are served by them. The term is apt, since most persons use "renaissance" in a positive and salutory manner. (Costa & Garmston, 1994, p.viii)

Costa and Garmston, themselves, addressed the notion of a "Renaissance School" by suggesting that it is not merely a "restructured" school, as this word has a very definite denotative meaning, and perhaps additional connotative meanings as well:

> The Renaissance School we envision is defined in broader terms, capturing some of the spirit we associate with the Italian Renaissance of the 1600s. For us, Renaissance represents a rebirth into wholeness, rejoining the mind and the soul, the emotions and the intellect, forging new practices and dreaming new potentials for all human beings. The Renaissance School celebrates learning at all ages for all persons in all disciplines, including art, music, mathematics, language, the sciences, technology (Costa & Garmston, 1994, p.10).

A Renaissance School is a learning environment which recognizes that within the interdependence of the system, there lies the individuality of a human being and that each individual is involved and functions within a set of "core values, common goals, caring, respect for diversity, and the ability to struggle together.... [Such a school] allows for the development and contribution of each person's unique personal and professional identity.... Renaissance

Schools are wellsprings of growth and self-renewal for all who dwell there" (Costa & Garmston, 1994, pp.10-11).

Costa and Garmston (1994) view cognitive coaching to be a crucial component of a Renaissance School. To articulate the profound effects cognitive coaching can have, Costa and Garmston creatively make it analogous to "*The Butterfly Effect: A butterfly stirring in the air today in Peking can transform storm systems next month in New York*" (Costa & Garmston, 1994, p.1 -- emphasis in original). Due to the systems-oriented nature of schools and various educational organizations, they too are impacted upon by various dynamics, molding the "direction, capacities, and productions of those who work within them. Enlightened educators who seek to influence far beyond the moment create, ever so gently, minuscule turbulences like those of the butterfly's wings" (Costa & Garmston, 1994, p.1). The authors view cognitive coaching as a constant in this same way: a "positive disturbance that can bring profound changes to the classroom, school district, and community" (Costa & Garmston, 1994, p.1).

Understanding Costa and Garmston's definition of Renaissance Schools is key to understanding the foundation of their beliefs around which they developed the art of cognitive coaching. As well, it is appropriate to create an understanding of their view of coaching. Metaphorically, for Costa and Garmston, coaching does not garner images of the football field, but rather a stage coach, as they see it as a "conveyance". "'*To coach means to convey a valued colleague from where he or she is to where he or she wants to be*" (Costa & Garmston, 1994, p.2 – emphasis in original). Through the application of specific strategies, a cognitive coach, possessing valued skills, "enhance[s] another person's perceptions, decisions, and intellectual functions. Changing these inner thought processes is prerequisite to improving overt behaviors

that, in turn, enhance student learning" (Costa & Garmston, 1994, p.2). Cognitive coaches face complex challenges. A coach needs to "understand the diverse stages [of intellectual, social, moral, and ego] in which each staff member is currently operating; to assist people in understanding their own and others' differences and stages of development; to accept staff members at their present moral, social, cognitive and ego state; and to act in a nonjudgmental manner" (Costa & Garmston, 1994, p.7). A coach is essential to any teacher striving for continuous improvement, as all professionals should. An interesting point is that the coach need not surpass, or be more "expert" in terms of performance, than the teacher being coached. "'[T]echnical expertise frequently is less relevant than the ability to enable or empower' people to move beyond their current performance" (Costa & Garmston, 1994, p.5). They articulate the obvious goals of cognitive coaching to be "[l]earning – by the teacher *and* the coach.... Cognitive coaches encourage and support individuals as they move beyond their present capacities into new behaviors and skills" (Costa & Garmston, 1994, p.3).

Recognizing what cognitive coaching is, and the benefits of growth that result, Costa and Garmston illustrate four key reasons why they suggest districts should embrace cognitive coaching concepts, despite the current educational climate of financial restraint and limited availability of time. The first reason they give is that "**[c]ognitive coaching enhances the intellectual capacities of teachers, which in turn produces greater intellectual achievement in students**" (Costa & Garmston, 1994, p.6 -- emphasis in original). Research has demonstrated that a teacher possessing higher conceptual levels is more adaptive in teaching styles. Such a teacher is apt to differentiate instruction and change in the course of instruction to meet learner needs; resulting in greater student achievement.

Secondly, as mentioned earlier in the research of Showers and Joyce (1996), "**Few educational innovations achieve their full impact without a coaching component**" (Costa & Garmston, 1994, p.7 -- emphasis in original). Here Costa and Garmston echoed the sentiments of Showers and Joyce (1996), just as mentioned by Galbo earlier, yet they go one step further. The more conventional methods of staff development have shown little transfer from the professional development experience to the actual classroom in daily practice. "But when staff development includes coaching in the training design, the level of application increases to 90 percent. With periodic review of both the teaching model and the coaching skills – and with continued coaching – classroom application of innovations remains at the 90 percent level" (Costa & Garmston, 1994, p.7). The latter, the maintenance of meaningful change, would be a key component in determining success. As was noted earlier, Showers and Joyce (1996) eloquently expressed the importance of such transfer because if teachers do not implement effective strategies, they cannot possibly improve student learning; which is the ultimate goal of professional development and education itself.

The third reason given is that "**[w]orking effectively as a team member requires coaching**" (Costa & Garmston, 1994, p.7 -- emphasis in original). Collegiality requires some guidance. Through the structure of cognitive coaching, professional educators can collaborate to create "a positive learning environment, challenging experiences, and self-actualized students" (Costa & Garmston, 1994, p.8). Metaphorically, just as every soccer player on the field is not directly involved in the action at once, the team members each play their positions and are part of a coordinated, planned effort for success. Similarly, "[t]eachers do not teach the same subjects at the same time, nor do they approach them in the same way. Cognitive coaching provides a safe

format for professional dialogue and develops the skills for reflection on practice, both of which are necessary for productive collaboration" (Costa & Garmston, 1994, p.8).

The fourth reason given stems from the idea that the way adults in the system interact has a strong impact on "the climate of the learning environment and the instructional outcomes for students" (Costa & Garmston, 1994, 8). "**Coaching develops positive interpersonal relationships which are the energy sources for adaptive school cultures and productive organizations**" (Costa & Garmston, 1994, p.8 -- emphasis in original). Costa and Garmston suggested that cognitive coaching fosters the development of understanding and an appreciation of diversity. It allows for recognition of the fact that "human beings operate with a rich variety of cultural, personal, and cognitive style difference, which can be resources for learning" (Costa & Garmston, 1994, p.8) within the model. Cognitive coaching provides "frameworks, skills, and tools" enabling coaches to engage in purposeful activities with other adults as well as the students in an "open and resourceful" fashion. Ultimately, cognitive coaching helps to advance "cohesive school cultures where norms of experimentation and open, honest communication enable everyone to work together in healthy, respectful ways" (Costa & Garmston, 1994, p.8).

An integral part of the reasoning of Costa and Garmston which purports the implementation of a sound cognitive coaching program gives further clarification to the definition of cognitive coaching. Framing a succinct definition of cognitive coaching is difficult as it encompasses so much more than two adults "helping" one another:

> The relationship presumed by cognitive coaching is that teaching is a professional act and that coaches support teachers in becoming more resourceful, informed, and skillful professionals. Cognitive coaches attend to the internal thought processes

> of teaching as a way of improving instruction; coaches do not work to change overt behaviors. These behaviors change as a result of refined perceptions and cognitive processes. (Costa & Garmston, 1994, p.5)

In order for such growth to occur, it would seem logical to assume that a solid relationship needs to be established between the teacher and the coach. Of the three main goals of cognitive coaching put forth by Costa and Garmston, two depend on the existence of the other. The crucial goal that must be met is the presence of trust. As one can easily conceive, without trust, growth cannot occur. Costa and Garmston define this establishment and maintenance of trust as "an assured reliance on the character, ability, or strength of someone or something" (Costa & Garmston, 1994, p.3).

According to Lipton (1993):

> [t]rust is described in four key areas; trust in yourself, trust in a coaching relationship, trust in the coaching process and trust in the organizational environment to provide continued support while evolving towards a collaborative, self-renewing culture. The elements of rapport; posture, gesture, language, tonality and breathing become important tools for building and maintaining trust in the moment; particularly in the event of tension, miscommunication or anticipated difficulty. (p.3)

The importance of being aware of all non-verbal forms of communication in which human beings often unknowingly engage is clearly understood through Lipton's words.

Covey also indirectly addressed the manifestation of trust as key to the creation of an opportunity for growth. Covey's discussion of interdependence, is reminiscent of Costa and

Garmston's notion that "effective interdependence can only be built on a foundation of true independence" (Covey, 1989, p.185). As a teacher in a classroom, Covey related a positive experience he once had. He discussed the idea of synergy and stated that "[s]ynergy tests whether teachers and students are really open to the principle of the whole being greater than the sum of the parts" (Covey, 1989, p.265). Covey recognized that synergy begins with a safe environment, conducive to openness and learning. Evolution led to the point where "[s]ynergy is almost as if a group collectively agrees to subordinate old scripts and to write a new one" (Covey, 1989, p.265). He recounted a particular experience that occurred 3 weeks into the semester of a course he was teaching at university on leadership philosophy and style:

> in the middle of a presentation, one person started to relate some very powerful personal experiences which were both emotional and insightful. A spirit of humility and reverence fell upon the class–reverence toward this individual and appreciation for his courage.
>
> This spirit became fertile soil for a synergistic and creative endeavor. Others began to pick up on it, sharing some of their experiences and insights and even some of their self-doubts. The spirit of trust and safety prompted many to become extremely open. (Covey, 1989, p.265)

The environment fostered risk-taking which resulted in an extremely profitable learning experience for all involved. Although Covey and Costa and Garmston are not directing their comments at the same issue, one of the implications is clear: trust is crucial to successful growth.

The remaining two major goals proposed by Costa and Garmston, which are dependent on the presence of trust are "facilitating mutual *learning*, which is the engagement and

transformation of mental processes and perceptions; and [thirdly,] enhancing growth toward *holonomy*. which we define in two parts: individuals acting *autonomously* while simultaneously acting *interdependently* with the group" (Costa & Garmston, 1994, 3).

The goal of holonomy is similar to Fullan's (1991) sentiments with respect to the need for reform. He recognized that "[m]assive effort is required but it must come from individuals putting pressure on themselves and those around them: (Fullan, 1991, 353). Educational reform is badly needed and "[t]he only way out of this dilemma [that people overwhelmingly view change negatively] is for individuals to take responsibility for empowering themselves and others through becoming experts in the change process" (Fullan, 1991, 353). Most poignantly, Fullan asserted the main message of his book (The New Meaning of Educational Change) is that

> individuals must begin immediately to create a new ethos of innovation – one that has the ability to permit and stimulate individual responsibility, and to engage collectively in continuous initiative, thereby preempting the imposition of change from outside. Put another way: successful individuals will be highly involved with their environments, influencing and being influenced in this continuous exchange. The solution lies in critical masses of highly engaged individuals working on a creation of conditions for continuous renewal, while being shaped by these very conditions as the latter evolves. (Fullan, 1991, pp.353-354)

Costa and Garmston explained the etymology of holonomy as having Greek origins: "*holos* meaning 'whole' and *on* meaning 'part'" (Costa & Garmston, 1994, p.129). Autonomous, which also comes from the Greek, is explained as: "*auto* meaning 'self' and *nemein* meaning "to hold sway" (Costa & Garmston, 1994, p.129). The two words hold significance in cognitive

coaching, as is understood through this third goal of developing "autonomous individuals who exercise membership in holonomous systems" (Costa & Garmston, 1994, p.129).

Holonomous persons were described by Costa and Garmston as people who are "self-referencing, drawing on their own unique systems, strengths and origins to grow. Remarkably, in humans, this growth includes the capacity to transcend their own original patterns" (Costa & Garmston, 1994, pp.129-130). Costa and Garmston submitted that one's growth "always emanates from within". The sources of holonomy are defined by Costa and Garmston "in terms of the five states of mind: efficacy, flexibility, craftsmanship, consciousness, and interdependence" (Costa & Garmston, 1994, p.130). This component reinforces the need for the teacher to engage in meaningful reflection.

With respect to the individual, these five states of mind are said to represent "the continuing tensions and resources for acting holonomously. [However,] [f]or an organization, they form an invisible energy field, in which all parties are affected as surely as a strong magnetic field affects a compass" (Costa & Garmston, 1994, pp.130-131). By combining the two, it is suggested that they direct behaviors towards those that are considered "increasingly authentic, congruent [and] ethical ..., the touchstones of integrity" (Costa & Garmston, 1994, p.131).

Another purpose served by the five states of mind is that they can be viewed as diagnostic tools, "constructs through which we can assess the cognitive development of other individuals and groups and plan interventions" (Costa & Garmston, 1994, pp.131-132). However, it is imperative to recognize that one must first start by looking within, examining "your own states of mind" (Costa & Garmston, 1994, p.132), before "assisting others towards refinement and

expression.... From there, it emanates to others, to the system in which you are a part, and even to students" (Costa & Garmston, 1994, p.132).

Costa and Garmston clearly enunciated that reflection must first begin by looking "in the mirror" at one's self, before looking "through the window" at others. It seems obvious that a reflective practitioner would be a stronger coach; guiding someone else towards the reflective practice which (s)he already engages in regularly. Understanding the adult learner, and respecting teachers as professionals, Colton and Sparks-Langer (1993) suggested that reflective teachers possess the intrinsic motivation to continue to grow. They cited the work of Ashton and Webb in recognizing that "self-efficacy" on the part of the teacher – a belief that teachers can have an impact on students' lives as well as the school in general and the community as a whole – is an integral part of such motivation.

In a broad sense, a reflective teacher examines the cognitive processes engaged in during decision-making, and examines the outcomes of any given action. This reflection may involve the analysis of a novel situation, hypothetically "played out" in the teacher's mind to make decisions as to the correct plan of action, or it may be as holistic as giving consideration to the myriad of existing perspectives on a given issue (intellectual, moral, or social) and considering the social and moral repercussions with respect to the long term effects of decision making.

Ducharme and Ducharme (1996) discussed the many virtues of reflection. Reflection is viewed as part of good teaching. Bullough and Gitlin, according to Ducharme and Ducharme, recognized that a "good teacher" engages in reflection in order to explore his/her own thinking and practice with the ultimate goal being improvement. Bullough and Gitlin aptly acknowledge the rhetoric that "*too often calls to get teachers to engage in reflection and to study their*

practice are only empty slogans and boil down to nothing more than a plea to 'think hard' about what they are doing, and why they are doing it" (Ducharme & Ducharme, 1996, p.83 -- emphasis in original). Cognitive coaching relationships that cause the professionals to engage in meaningful reflection through the assistance of probing questions posed by the coach to the teacher can be one solution to this problem. The literature acknowledges the benefits of engaging in reflection and cognitive coaching responds to the dilemma of creating meaningful opportunities for reflection. Ducharme and Ducharme recognize the enormous complexity of both teaching and reflection, and consequently, the combination of these two activities demands structure and focus in order to be successful.

The work of Donald Schon has greatly influenced the area of reflective thinking. Reagan (1993) explores the three types of reflection that Killion and Todnem discuss, based on Schon's work. Killion and Todnem distinguished between "reflection-on-action," "reflection-in-action" and "reflection-for-action" by suggesting that the first two forms of reflection are predominantly "reactive" in nature, while the latter can be perceived more as an "outcome" of reflection-on-action and reflection-in-action. As the terms suggest, reflection-in-action takes place during an activity, such as instructing a lesson, and reflection-on-action occurs following a given event. Reflection-for-action, though, is when "[w]e undertake reflection, not so much to revisit the past or to become aware of the metacognitive process one is experiencing (both noble reasons in themselves), but to guide future action (the more practical purpose)" (Reagan, 1993, p.190). Reflective practice, in general, is encouraged by the cognitive coaching process. The reflecting conference that takes place following an observation certainly involves reflection-on-action, but

through meaningful dialogue, and questioning it mirrors the concepts of reflection-for-action. Reflection in cognitive coaching is for the express purpose of improving.

Through this abridged examination of cognitive coaching, it has become apparent that it encourages one to meet the professional challenges of change so sorely needed in the current climate. Supervision will have to change as well as the turn of the century approaches.

When Sergiovanni wrote about supervision from a personal perspective, which to him means that it "comes from the heart as well as the mind" (Sergiovanni, 1992, p.203), he related his ideal as follows:

> My vision for supervision is a simple one – it is a day when supervision will no longer be needed. Think about it. No more "inservicing" teachers to get them to measure up to some standard we have set. No more surveillance systems to ensure that they are doing what we want them to do the way we want them to do it. No more hours spent devising, collecting, or monitoring teacher growth plans. No more worrying about such issues as climate and morale to keep their spirits up while we mold them in our images. No more time, money, or effort spent dreaming up arrangements that will get them to work together. Imagine a supervision with no supervision, evaluation, or inservice as we know these practices today. This is exactly my vision, my dream, my hope for supervision as we approach the 21st century. (Sergiovanni, 1992, p.203)

Although it is easy to brand Sergiovanni's thoughts as a utopia that will ostensibly never be realized, at least not every dimension of his "dream", the inherent notion of education professionals being responsible for their own development is a possibility as the turn of the

century arrives. Reasonably, cognitive coaching can be viewed as an integral part of attempting to realize Sergiovanni's dream.

It has become obvious that the experience of being a teacher is a complicated adventure, one not to be traveled alone. It is an absolute necessity that confronting change and challenge on a daily, on-going basis, be dealt with in an organized, systematic manner. The critical impact a cognitive coaching system can have on the professional development of the education professional is certainly apparent. With the startling statistics previously outlined about the number of teachers the profession loses each year, the current educational system must re-evaluate its methods of staff development. The present educational climate demands that professional development strategies and programs be given the attention they deserve. Education has become increasingly complex with the passage of time and will continue to do so. Relying on the "sink-or-swim" mentality that was, perhaps, sufficient in the days of the one room schoolhouse is simply irresponsible. Not only does the teacher suffer, but, ultimately, the students do as well. The professionalization of education and the educators within the system promulgates that time and resources be committed to developing, implementing, and maintaining a sound cognitive coaching program for the professional educator. The creation of such a system is deemed invaluable.

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